KENTUCKY EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT OPPORTUNITIES
Spring 2006

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Daily Routine (part 3 of High Scope Curriculum)	Child Growth Learning Environment Level I-IV	IECE I, II, III, CDA I, II	**January 13** Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Statewide KISSED: Module III	Child Growth/ Development, Child Assessment, Family/Community Partnerships Levels I-IV		**January 13** Lexington	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Utilizing Visuals to Improve Behavior in Children with Complex Needs	Child Growth & Development, Learning Environments/ Curriculum, Child Assessment, and Family & Community Partnerships Levels: III, IV, V	IECE Standards: I, II, III, VI & VIII CDA: 1, 2, 4 & 7	**January 20** Kentucky Dam Village Lodge Meeting Room Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
Adult Child Interaction (part 4 of High Scope)	Learning Curriculum, Level I-IV	IECE Standards I, II, III, V CDA: I, II, III	**January 20** Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Developing Phonological Awareness	Learning Environments and Curriculum Level IV	IECE Standards: I, III, VI	**January 20** Berea RTC	Vanessa Garland Berea RTC 859-986-1929 or 800-343-2959 Vanessa.garland@berea.kyschools.com
Director's Seminar I	Core Content Area: Professional Development/ Professionalism, Level IV	IECE Standard: VII CDA: 6	**Jan. 21** Union (Boone Co.)	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Director-Seminars.asp
Conference Call Dial-A-Discussion: Presentation Styles and Presence *(For credentialed trainers ONLY)*	N/A	N/A	**Jan. 27** 10:00-11:00 ET	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Dial-A-Discussion.asp
KY's Continuous Assessment Guide: Classroom/Instructional Assessment	Core Content: Child Assessment, Level II	IECE Standard: IV CDA: 7	**Jan. 27** Lawrenceburg	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Assessment.asp
Creative Curriculum Assessment	Child Assessment Level III-IV	IECE Standard: IV CDA: 7	**January 27** Berea RTC	Vanessa Garland Berea RTC 859-986-1929 Or 800-343-2959 Vanessa.garland@berea.kyschools.com
Winter Wonders (Literacy & Math) with Vicki Smith	Learning Environment and Curriculum Levels II, III, IV	IECE Standards: II, III CDA: 1, 2	**January 27** Bowling Green	Carole Sindelar Simpson RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Classroom/Instructional Assessment	Child Assessment, Level II	IECE Standard: IV CDA: 7	**January 27** Lawrenceburg	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/FET.asp

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Fundamentals of Effective Training	Professional Development/ Professionalism, Level V	N/A	**Feb. 1 - 3** London	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/FET.asp
Kentucky Early Childhood Standards with Barb Singleton	Child growth & development, Learning environments & curriculum Levels: III, IV	IECE Standards: I, III CDA: 2	**February 3** Bowling Green	Carole Sindelar Simpson RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Battelle Developmental Inventory 2 (Current users of BDI-I)	Child Assessment Level IV-V	IECE Standards IV, VI	**February 3** Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Planning a Summer Family Literacy Program	Family & Community Partnerships; Learning Environments & Curriculum; Program Management & Evaluation Levels: III, IV, V	IECE Standards: I, II, III, IV, V, VI, VIII CDA: 1-8	**February 3** Ramada Conference Center Lexington	Justin Keibler 502-584-1133 jkeibler@famlit.org
Southern Early Childhood Association (SECA) 57th Annual Conference	N/A	N/A	**February 2-4** Nashville, TN	Glenda Bean 1-800-305-7322 gbean@southernearlychildhood.org www.southernearlychildhood.org
Conference Call Dial-A-Discussion: Meaningful Ways to Close Your Training *(For credentialed trainers ONLY)*	N/A	N/A	**Feb. 7** 2:00-3:00 ET	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Dial-A-Discussion.asp
Kentucky's Continuous Assessment Guide: Screenings	Core Content: Child Assessment, Level II	IECE Standard: IV CDA: 7	**February 8** Kentucky Dam Village Room A Gilbertsville, KY	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Assessment.asp
Healthy Choices and Much, Much More	Health, Safety & Nutrition, Learning Environments/ Curriculum Levels: III, IV & V	IECE Standards: I & II CDA: 1 & 2	**February 10** Kentucky Dam Village Lodge Meeting Room Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
Administration of Battelle Developmental Inventory-2	Child assessment Levels IV, V	IECE Standard: IV CDA: 2, 7	**February 10** Lewis County Extension Office	Kim Roberts 606-327-2706 kim.roberts@ashland.kyschools.us
Parenting with a Literacy Focus	Child Growth & Development; Family & Community Partnerships; Learning Environments & Curriculum Levels: II, IV, V	IECE Standards: I, II, III, IV, V, VI, VIII CDA: 1-8	**February 10** Elizabethtown Tourism and Convention Center	Justin Keibler 502-584-1133 jkeibler@famlit.org
20th Annual Parent Professional Conference	Various	Various	**February 10-12** Marriott Griffin Gate Resort Lexington, KY	Donna Gatewood Anita Jones 859-381-4229 www.fcps.net dgatewoo@fayette.k12.ky.us agjones@fayette.k12.ky.us
"Three in One" (The Three KDE Manuals: Standards, Assessment & Quality Self-Study)	Child Growth, & Development, Learning Environments/ Curriculum Levels: III, IV, V	IECE Standards: I, II, III CDA: 1, 2, 3 & 8	**February 17** Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Autism with Dannye Campbell	Learning Environments and Curriculum Levels: 4,5	IECE Standards: II, III CDA: 2,3	**February 17** Bowling Green	Carole Sindelar 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Autism Spectrum Disorder & Challenging Behavior	Learning Environments and Curriculum Levels 4, 5	IECE Standards II, III & 5	**February 20** Ashland	Cheryl Salyer 606-327-2706 cheryl.salyer@ashland.kyschools.us
Transition Conference "Transition – Ready for School, Ready for Work, Ready for Life"	Child Growth & Development, Professional Development/ Professionalism, Learning Environments/ Curriculum and Family & Community Partnerships Levels: III, IV & V	IECE Standards: I, II, III, VI & VIII CDA: 1, 2, 4 & 6	**February 23-24** Hopkinsville-Christian County Conference and Convention Center Hopkinsville, KY	Register on-line at: www.wkec.org/trainings.htm or Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
Assessment with LAP 3	Child Assessment Levels: 4, 5	IECE Standards: IV CDA: N/A	**February 24** Bowling Green	Carole Sindelar Simpson RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Conference Call Dial-A-Discussion: How to Get to Know Your Audience *(For credentialed trainers ONLY)*	N/A	N/A	**Feb. 24** 10:00-11:00 ET	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Dial-A-Discussion.asp
KY's Continuous Assessment Guide: Classroom/Instructional Assessment	Core Content: Child Assessment, Level II	IECE Standard: IV CDA: 7	**February 24** Berea	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Assessment.asp
Collaborating for Component Integration	Family & Community Partnerships; Program Management & Evaluation; Child Growth & Development; Learning Environments & Curriculum Levels: IV & V	IECE Standards: I, II, III, IV, V, VI, VIII CDA: 1-8	**February 24** Ramada Conference Center Lexington	Justin Keibler 502-584-1133 jkeibler@famlit.org
Behavior Management	Learning Environments and Curriculum Levels III, IV	IECE Standards: I, III CDA: 2	**March 3** Bowling Green	Carole Sindelar Simpson RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Administering the Battelle Developmental Inventory II (Day 1)	Child Assessment, Family & Community Partnerships Level IV	IECE Standards: IV, V, VI	**March 3** Berea RTC	Vanessa Garland Berea RTC 859-986-1929 Or 800-343-2959 Vanessa.garland@berea.kyschools
Child Observation Record (COR) Day 1	Child Assessment Levels: III-IV	Standard IV, VI CDA: 7	**March 3** TBA	Vanessa Garland Berea RTC 859-986-1929 Or 800-343-2959 Vanessa.garland@berea.kyschools
Moving with Literacy Development	Child Growth & Development and Learning Environments/ Curriculum Levels: III, IV & V	IECE Standards: I, III & V CDA: 1, 2 & 7	**March 3** Kentucky Dam Village Village Green Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
Healthy Choices and Much, Much More with Meme Perdue	Health, Safety & Nutrition, Learning Environments/ Curriculum Levels: III, IV & V	IECE Standards: I, II, III CDA: 1, 2, 3 & 8	**March 3** Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Community Early Childhood Councils 5th Annual Meeting	Various	Various	**March 8-9** Marriott Griffin Gate Lexington	Hanan Osman 502-564-8341 hanan.osman@education.ky.gov http://www.kidsnow.gov.ky/

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
From Low Tech to High Tech for Student with Complex Needs	Professional Development/ Professionalism and Learning Environments/ Curriculum Levels: II, IV & V	IECE Standards: I, II, III, VI & IX CDA: 1, 2 & 8	**March 10** Kentucky Dam Village Lodge Meeting Room Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
KY's Continuous Assessment Guide: Classroom/Instructional Assessment	Core Content: Child Assessment, Level II	IECE Standard: IV CDA: 7	**March 11** Union (Boone Co.)	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Assessment.asp
Kentucky Teaching and Learning Conference	N/A	N/A	**March 9-11** Louisville	http://www.education.ky.gov/KTLC/default.htm
Calloway RTC Spring Leadership Training	Program Management and Evaluation and Professional Development/ Professionalism Levels: IV, V	IECE Standards: I, VII	**March 14** Green Turtle Bay Grand Rivers, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
Berea Leadership Training for Preschool Coordinators & Advisory Board Meeting	Professional Development/ Professionalism Program Management & Evaluation Levels IV- V	IECE Standards: VI, VII CDA: 5, 6	**March 15** Berea RTC	Vanessa Garland Berea RTC 859-986-1929 Or 800-343-2959 Vanessa.garland@berea.kyschools
Spring Sensations (Literacy & Math) with Vicki Smith	Learning Environment and Curriculum Levels II, III, IV	IECE Standards: II, III CDA Subject Area 1, 2	**March 17** Bowling Green	Carole Sindelar Simpson RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Administering the DIAL-3	Child Assessment, Family & Community Partnerships Level IV	IECE Standards: IV, V, VI	**March 17** Berea RTC	Vanessa Garland Berea RTC 859-986-1929 Or 800-343-2959 Vanessa.garland@berea.kyschools
Child Observation Record (COR) Day 2	Child Assessment Levels: III-IV	IECE Standard: IV, VI CDA: 7	**March 17** TBA	Vanessa Garland Berea RTC 859-986-1929 Or 800-343-2959 Vanessa.garland@berea.kyschools
KY's Continuous Assessment Guide: Classroom/ Instructional Assessment	Core Content: Child Assessment, Level II	IECE Standard: IV CDA: 7	**March 17** Ashland	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Assessment.asp
Mapping Sensory Integration with Julie Kraska	Core Content: Child Growth/Development, Learning Environment IV-V	IECE Standard 2, 3 CDA 2, 3	**March 17** Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
National Center for Family Literacy Conference	N/A	N/A	**March 19-21** Louisville	http://www.famlit.org/Conference/index.cfm
KY's Continuous Assessment Guide: Classroom/Instructional Assessment	Core Content: Child Assessment, Level II	IECE Standard: IV CDA 7	**March 21** Corbin	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Assessment.asp
More Success with Science with Genelle Jones	Learning Environments and Curriculum Levels III, IV	IECE Standards: I, II, III CDA: 2	**March 24** Bowling Green	Carole Sindelar Simpson RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Battelle Developmental Inventory II: Scoring & Interpretation (Day 2)	Child Assessment, Family & Community Partnerships Level IV	IECE Standards: IV, V, VI	**March 24** Berea RTC	Vanessa Garland Berea RTC 859-986-1929 Or 800-343-2959 Vanessa.garland@berea.kyschools
Music and Movement for Preschoolers	Child Growth/Development, Learning Environment Curriculum Levels 1-IV	IECE Standards: I, II, III CDA: 1, 2,8	**March 24** Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
KY's Continuous Assessment Guide: Classroom/Instructional Assessment	Core Content: Child Assessment, Level II	IECE Standard IV CDA: 7	**March 24** Hazard	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Assessment.asp
Art Smart'ies (Repeat from Fall)	Learning Environments/ Curriculum, and Family and Community Partnerships Levels: III, IV, V	IECE Standards: I, II CDA: 2, 8	**March 24** Kentucky Dam Village Village Green Meeting Room Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
Ashland Leadership Meeting for Preschool Coordinators	Professional Development/ Professionalism Program Management & Evaluation Levels IV- V	IECE Standards: VI, VII CDA: 5, 6	**March 28** Prestonsburg	Cheryl Salyer Ashland RTC 606-327-2706 cheryl.salyer@ashland.kyschools.us
More on High Scope: Unlocking opportunities for Key Experiences/KY Learning Standards to Happen Throughout the Daily Routine	Child Growth/Development, Learning Environment Levels I-IV	IECE Standards: I, II, III, V CDA: 2, 8	**March 31** Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Simpson RTC Leadership Meeting for Preschool Coordinators and Advisory Board Meeting	Professional Development/ Professionalism Program Management & Evaluation Levels IV- V	IECE Standards: VI, VII CDA: 5, 6	**March 31** Bowling Green	Carole Sindelar Simpson RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Healthy Choices and Much, Much More with Meme Perdue	Health, Safety & Nutrition, Learning Environments/ Curriculum Levels: III, IV & V	IECE Standards: I, II, III CDA: 1, 2, 3 & 8	**March 31** Northern KY Location TBA	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Kentucky's Continuous Assessment Guide: Classroom/ Instructional Assessments	Core Content: Child Assessment, Level II	IECE Standard IV CDA: 7	**March 31** Kentucky Dam Village Room A Gilbertsville, KY	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Assessment.asp
Ashland Spring Collaborative Institute	Various	Various	**March 31-April 1** Greenbo Lake State Park	Cheryl Salyer Ashland RTC 606-327-2706 cheryl.salyer@ashland.kyschools.us
Traineeship Scholarships Deadline for the Summer Semester	N/A	N/A	**April 1** Deadline	http://traineeship.nku.edu
2005 Council for Exceptional Children Convention & Expo	N/A	N/A	**April 6-9** Baltimore, MD	www.cec.sped.org 1-888-232-7733

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Classroom Nutrition, Obesity and Activity with Meme Perdue	Health, Safety, Nutrition Levels: 3, 4	IECE Standards: II, VIII CDA: 1, 2	**April 7** Cave City	Carole Sindelar Simpson RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Start with the Arts with Mary Claire O'Neal	Learning Environments and Curriculum Levels: 3,4	IECE Standards: I, III CDA:	**April 14** Bowling Green	Carole Sindelar Simpson RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
KIDS NOW Scholarships for Teacher Assistants and Child Care Providers	N/A	N/A	**April 15** Deadline	http://www.kheaa.com/prog_ecds.html
Fundamentals of Effective Training	N/A	N/A	**April 18-20** Louisville	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/FET.asp
Child Observation Record 2nd edition	Child Assessment Level IV-V	IECE Standards: IV, VI CDA, 7	**April 20-21** Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
"Three in One" (The Three KDE Manuals: Standards, Assessment & Quality Self-Study)	Child Growth, & Development, Learning Environments/ Curriculum Levels: III, IV, V	IECE Standards: I, II, III CDA: 1, 2, 3 & 8	**April 21** Kentucky Dam Village Village Green Meeting Room Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
Using Learning Centers	Learning Environments and Curriculum Levels III, IV	IECE Standards: II, III CDA: 2	**April 21** Bowling Green	Carole Sindelar 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Continuous Assessment with Carol Schroeder	Child Assessment Levels: IV, V	IECE Standard: IV CDA: NA	**April 28** Bowling Green	Carole Sindelar 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Classroom/ Instructional Assessment	Child Assessment, Level II	IECE Standard: IV CDA: 7	**April 28** Northern KY Location TBA	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Continuous Assessment	Child Assessment Levels: IV, V	IECE Standard: IV CDA: NA	**April 28** Ft. Mitchell	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Assessment.asp
Math & Science in the Preschool Classroom	Child Growth & Development, Learning Environment/ Curriculum and Child Assessment Levels: III, IV & V	IECE Standards: I, II & III CDA: 2, 7 & 8	**April 28** Kentucky Dam Village Convention Center Room A Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
Writing IEPs	Child Assessment, Learning Environment and Curriculum Levels: III, IV	IECE Standards: III, IV, VI CDA: N/A	**May 5** Bowling Green	Carole Sindelar 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Working with Children in a Troubled World	Learning Environments/ Curriculum Levels: III & IV	IECE Standards: I & III CDA: 2, 7 & 8	**May 5** Green Turtle Bay Grand Rivers, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
"Ready to Learn" A program coordinated through KET	Learning Environments/ Curriculum Levels: III, IV & IV	IECE Standards: IV, VI & VIII CDA: 5	**May 12** Kentucky Dam Village Village Green Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Looking Ahead . . .				
Regional Training Center Summer Institute	Various	Various	**June 12-14** Hyatt Regency/ Lexington Convention Center	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Northeast Chapter of KAECE Fall Institute	Various	Various	**September 9** Ashland	Kim.Roberts@ashland.kyschools.us mwest@bigsandysuperstore.com
Early Childhood Academies in Literacy and Math	Child Assessment, Learning Environment and Curriculum Levels: III, IV	IECE Standards: I, V, VII, IX	**July 10-14**	Contact your local RTC for details
KAECE/KHSA Fall Institute	See Program	See program	**October 5-7** Galt House Louisville	www.kaece.org or Bob Wilcher 800-869-9257 bwilcher@khsa.org
Ashland RTC Fall Collaborative Institute	Various	Various	**November 2-3** Jenny Wiley State Park	Cheryl Salyer Ashland RTC 606-327-2706 cheryl.salyer@ashland.kyschools.us

For additional professional development in your area including orientation for teachers with IECE Probationary certification, contact your Early Childhood Regional Training Center:
Anderson County RTC e-mail: phall@anderson.k12.ky.us Phone: 502/839-2513
Ashland Independent RTC e-mail: lhenson@ashland.k12.ky.us Phone: 606/327-2706, Ext. 2728 or 2729
Berea Independent RTC e-mail: carol.brooks@berea.kyschools.com Phone: 859/986-1929 or 800/343-2959
Calloway County RTC e-mail: nancy.lovett@coe.murraystate.edu Phone: 270/762-5316 or 5317
Simpson County RTC e-mail: bill.porter@simpson.kyschools.com Phone: 270/586-2008
Kentucky Department of Education web page http://www.education.ky.gov/.

For information about this calendar contact:
Annie Rooney French, Ph.D.
Phone: (502) 564-7056   Fax: (502) 564-6952
Note new e-mail address: annie.french@education.ky.gov

Professional Development opportunities within the Kentucky Department of Education will follow the 3 Goals of the Kentucky Board of Education:
1) High Student Performance,
2) High Quality Teaching and Administration and
3) Strong and Supportive Environment for Each School and Every Child.

Kentucky's Definition and Standards for High Quality Professional Development
(April 5, 2004)

Professional development is considered high quality when it meets the definition of professional development in 704 KAR 3:035 - Section 1(2) and Section 4(2) and all of the Kentucky Department of Education Professional Development Standards which are consistent with the federal criteria in Section 9101 of No Child Left Behind. Schools and districts will determine if the professional development for teachers, administrators and other school staff meets the following definition and standards for high quality professional development. The Department of Education recognizes that the extent to which professional development meets each standard may vary.

Definition
704 KAR 3:035 - Section 1(2) "Professional development" means those experiences which systematically, over a sustained period of time, enable educators to acquire and apply knowledge, understanding, skills, and abilities to achieve personal, professional and organizational goals and to facilitate the learning of students. Section 4(2) Professional development activities

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shall be related to teachers' instructional assignments and administrators' professional responsibilities. Activities shall support the local school's instructional improvement goals and objectives identified in the professional development plan.

Kentucky Department of Education Professional Development Standards

Standard 1: Professional Development is aligned with:
- local school and district goals and priorities as reflected in the school or district comprehensive improvement plan or individual professional growth plans;
- Kentucky's Standards and Indicators for School Improvement; and
- Kentucky New or Experienced Teacher Standards or Interstate School Leaders Licensure Consortium Standards, or other professional/job standards.

Standard 2: Professional Development is a continuous process of learning through consciously constructed relevant job-embedded experiences so that professional development experiences and professional learning are integrated in the day-to day work of teachers, administrators, and others to support improved practices, effectiveness and the application of skills, processes, and content. *(e.g., action research, study groups, online learning, collegial professional learning networks, peer collaboration, peer coaching, mentoring, formal and informal peer observations, coaching, instructional demonstrations, collegial feedback, personal reflection, team planning, collaborative-problem solving, analysis of student work, self directed learning).*
- PD is sustained, intensive, classroom-focused and in order to have a positive and lasting impact on classroom instruction, the teacher's performance in the classroom, and increased student performance; and
- PD is not one-day or short-term workshops or conferences unless they are a component of an intentionally designed comprehensive professional development plan based on teacher and student needs and are an integral part of the school or district comprehensive improvement plan or an individual's professional growth plan.

Standard 3: Professional Development focuses on the knowledge and skills teachers, principals, administrators, and other school and district staff are to know and to do in support of student learning and students' well being. Professional development is based on what students need to know and be able to do in order to meet Kentucky's challenging content standards and student performance standards. Student content, performance and opportunity to learn standards are the core of professional development.
- ❑ National standards *(e.g., content, leadership, teacher, safety, transportation, nutrition, health)*
- ❑ Kentucky Learning Goals
- ❑ Academic Expectations
- ❑ Program of Studies
- ❑ Core Content for Assessment
- ❑ Performance Standards/ Student Performance Level Descriptions (PLD)
- ❑ Kentucky Early Childhood Standards
- ❑ Occupational Skills Standards
- ❑ Technology Standards
- ❑ Character Education
- ❑ District/school aligned curriculum

Standard 4: Professional Development actively engages teachers, principals, administrators, and others in learning experiences that advance their understanding and application of research based instructional practices and skills that reduce barriers to learning, close achievement gaps, and improve student performance *(e.g., inquiry-based learning, investigation, work backwards, act out the problem, make a drawing or diagram, employ guess and check, make a model, jigsaw, self monitoring strategy, simulations, formulating a model, invention, questioning, wait time, restate in own words, break into smaller steps, goal setting, experimentation, debate, reciprocal teaching, writing process, story maps, structured note taking, think aloud, round robin, pairs check, inside-outside circle, manipulatives, data collection tools, time lines, picture clues, sequence chains, compare/contract matrix, concept mapping, Venn diagrams, advanced organizers, checklists, community based instruction, bus safety, and safe physical management).*

Standard 5: Professional Development prepares teachers, administrators, school council members and others in the school community as instructional leaders and collaborative partners in improving student performance (e.g., *instructional leadership, organizational direction, collaborative decision making, analysis and use of data, planning, community partnerships, and creating a learning culture).*

Standard 6: Professional Development is data and results driven focused on increasing teachers, administrators, and others' effectiveness in improving student performance and is continuously evaluated to improve the quality and impact of professional development on practice.

Standard 7: Professional Development fosters an effective ongoing learning community that supports a culture and

Kentucky Department of Education Professional Development Standards

climate conducive to performance excellence.

Standard 8: Professional Development is culturally responsive and facilitates removing barriers to learning in an effort to meet each student's needs *(e.g., intellectual, social, career, cultural, and developmental).*

Standard 9: Professional Development is planned collaboratively (e.g., teachers and principals) and organized to maximize the collaborative use of all available resources to support high student and staff performance *(e.g., planning, time, release time, staff, technology, funding sources)*.

Standard 10: Professional Development fosters a comprehensive, long-range change process that communicates clear purpose, direction, and strategies to support teaching and learning.

Standard 11: Professional development is grounded in the critical attributes of adult pedagogy (*e.g., connections to work, reflective practice, guided practice, feedback, multiple intelligences, learning styles, choice, time for processing and integrating and applying information, implementation in job setting, analysis and follow-up of results, brain research, peer interaction, peer review, peer observations, mentoring, personal and active inquiry, investigations, self-reflection, and collegial networks).*

New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education Birth to Primary 16 KAR 2:040

Standard I: Designs/Plans Instruction
The Interdisciplinary Early Childhood (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard II: Creates/Maintains Environments
The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard III: Implements Instruction
The IECE educator introduces, implements, facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard IV: Assesses & Communicates Learning Results
The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities and communicates those results with partners including families.

Standard V: Reflects/Evaluates Teaching/Learning
The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard VI: Collaborates with Colleagues/ Families/Others
The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard VII: Engages in Professional Development
The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

Standard VIII: Supports Families
The IECE educator supports families through family-centered services that promote independence and self-determination.

Standard IX: Demonstrates Implementation of Technology
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and the community; and conduct research.

THE CHILD DEVELOPMENT ASSOCIATE (CDA)
NATIONAL CREDENTIALING PROGRAM
SUBJECT AREAS

1. Planning a safe, healthy, learning environment
2. Steps to advance children's physical and intellectual development
3. Positive ways to support children's social and emotional development
4. Strategies to establish productive relationships with families
5. Strategies to manage an effective program operation
6. Maintaining a commitment to professionalism
7. Observing and recording children's behavior
8. Principles of child development and learning

CORE CONTENT **LEVELS OF COMPENTENCY**

These levels of competencies are not awards or a certificate, but may overlap existing certificates or awards.
Each level assumes greater knowledge and skill than the previous level, however individual levels should not been seen as limited to a particular job or position of employment.
Level I – represents knowledge and skills across all seven content areas for professionals at the initial level, which includes entry into the field and a Commonwealth Child Care Credential.
Level II – represents knowledge and skills across all content areas for professionals with a Child Development Associate (CDA) Credential.
Level III – represents knowledge and skills across all content areas for professionals from CDA to AA degrees.
Level IV – represents knowledge and skills across all content areas for professionals with a BA degree.
Level V - represents knowledge and skills across all content areas for professionals above a BA degree.

Subject Areas

The degree to which early childhood professionals are expected to master these subject areas depends on their level of competence.

1. **Child growth and development** – Experiences for any child, regardless of age, must be planned around the child's developmental abilities. Development has several interrelated areas; each influences the others and all develop simultaneously. It is essential for early childhood educators to recognize that development proceeds in predictable steps and learning occurs in recognized sequences. At the same time, they must consider individual, age-level, and cultural/ethnic characteristics when assessing children's rates and styles of development.
2. **Health, safety, and nutrition** – These are basic needs of all human beings, and early childhood environments must ensure them. Programs must adhere to relevant laws and regulations; furthermore, they must consider the health, growth, and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.
3. **Professional development/professionalism** – Adults providing early care and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior; and, demonstrate knowledge of and involvement in advocacy for early childhood learning environments.
4. **Learning environments and curriculum** – Developmentally appropriate environments and curricula have a positive impact on a child's emotional, physical, cognitive, communicative, creative and social care. Adults who provide early care and education must know how to offer an organized, inviting, and accessible environment that has many diverse and appropriate materials, activities, and experiences.
5. **Child assessment** – Ongoing assessment helps early childhood educators evaluate all areas of a child's growth and development. Educators must be able to observe, assess, interpret, and document children's skills and behavior and systematically report on them to appropriate staff and family members.
6. **Family and community partnerships** – Understanding the roles that family members and other play in children's lives is vital for early childhood educators. They must be able to integrate the following concepts:
   - Children develop within the context of their families, which may take many forms. Families are the primary influence on children's development and have primary responsibility for child rearing. In tern, each child has influence on the members of his or her family and on the family as a system.

- A responsive early childhood education environment respects and celebrates the diversity of values, customs, and traditions in the family of each child. It nurtures the primary relationships between children and those who parent them. It also offers a variety of meaningful opportunities to families to participate in early childhood programs.
- Early childhood professionals help connect children and their families with community resources. This can be accomplished through curriculum, interpersonal relationships and knowledgeable referrals.

7. **Program management and evaluation** – Adults providing early care and education must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers, and evaluators. Evaluation of the program should include input from staff, families, and the community.